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ABSTRACT

Prepared by the General Education (GE) Review Steering Committee of Massachusetts' Bunker Hill Community College in 1991, this guide provides a model of a Capstone course, a component of the College's newly developed GE Cornerstone Curriculum. Chapter 1 reviews the purpose of Capstone, a mandatory interdisciplinary course designed to integrate the skills and methods of inquiry and analysis learned in earlier stages of a student's GE program, while addressing a topic of current interest in society. This chapter also describes the faculty Capstone team, prerequisites, course implementation, goals and format, presenting a diagram of its conceptual construct. Chapter 2 presents lesson plans for the course, which centers on the theme of conflict. The lesson plans, each of which includes a rationale, goals, objectives, learning activities, assessment methods, and materials/resources, are presented in the following seven units: Moral Dilemma; Search for Truth; Debate; Negotiations; Ideology; Inner Conflict; and Capstone Project Presentations. Chapter 3 describes components of the student performance requirements, including attendance policy, class participation, the grading system, homework specifications, and textbooks/readings/films. A recommended reading list containing 19 references for Capstone faculty, and a 16-page bibliography on curriculum development and GE are provided in chapter 4. (JSP)

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BUNKER HILL COMMUNITY COLLEGE

GENERAL EDUCATION: CURRICULUM

A CAPSTONE COURSE

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BUNKER HILL COMMUNITY COLLEGE

GENERAL EDUCATION CURRICULUM

A CAPSTONE COURSE

Chapter 1

COURSE COMPONENTS

Introduction

During the Summer of 1991, the General Education Review Steering Committee was charged with the development of a new course at Bunker Hill Community College. This new course is to serve as a model for the capstone course. The capstone course is envisioned to be an interdisciplinary course that meets the students' final General Education requirements. The goals and objectives of the course require the student to assimilate and synthesize facts and ideas from several interdisciplihary course that meets the students' final General Education requirements. The goals and objectives of the course require the student to assimilate and synthesize facts and ideas from several interdisciplinary perspectives through critical thinking, communication, and team work. The theme of the capstone course for the Spring 1992 Term is conflict.

Faculty Capstone Team

The General Education Review Steering Community recommends that the instructors assigned to teach the capstone course be organized as a faculty capstone team. Although these individuals would teach their own courses, they would meet regularly during each semester and summer to determine the learning activities; select course materials; develop assessment instruments; discuss course progress and student performance; and determine curriculum outcomes. In addition, the Steering Committee recommends that class size should be no more than 25 students in order to accommodate the needs of this seminar and student team approach of the capstone. Release time, prep time, and compensation for these professional responsibilities would be made available pursuant to the provisions of the Collective Bargaining Agreement.

Catalog Description

A capstone course (3 credits) will integrate the skills and methods of inquiry and analysis studied in the other General Education courses. It will address a particular topic of current interest in society, a thematic approach, each semester. Students are expected to draw on previous course materials and life experiences as resources.

Pre-Requisites

Students must complete 12 credits of the General Education cluster before taking the capstone: College Writing I: The Art of Self-Expression; the Individual: Essence of Being; College Writing II: The Skill of Critical Thinking; and Modern Civilization. College Writing I is a prerequisite for College Writing II.

Graduation Requirement

A capstone course is needed to meet the General Education requirements for the Associate of Arts (AA) and Associate of Science (AS) degrees.

Implementation

Each department will be invited to send a representative to serve on an Interdisciplinary Advisory Capstone Committee. This committee, working with the chairperson of General Education, will oversee and coordinate the capstone experience. Themes for the capstone will be chosen annually and may not engage every department. Over a course of a five year cycle, themes should be chosen with the view of involving every department. The General Education Review Steering Committee will continue to work with the chairperson in the implementation and coordination of the General Education curriculum, phases 1 to 6. Release time for these department representatives and for Steering Committee members will be made available pursuant to the provisions of the Collective Bargaining Agreement.

To prepare instructors to teach the capstone, a one semester faculty seminar will be developed. This seminar will enable faculty to teach each other, refine course content, become familiar with course materials, and determine means of presenting information.

The capstone course will not be team taught initially. The parameters of the program will remain flexible in order to maintain freshness. The cross disciplinary thematic structure of the course will emphasize connections and the integration of material. Workload and any reductions will be done pursuant to provisions of the Collective Bargaining Agreement.

Course Goals

In the context of the theme of the capstone, students will be able to collect, analyze, and evaluate evidence relating to a given issue. The capstone course is designed to encourage critical and integrative thinking.

The course is designed to

A. Increase and refine critical reading, writing, and thinking skills.

B. Encourage critical decisions based on the evaluation of evidence.

C. Open avenues of thought and experience that will increase understanding of alternative viewpoints.

D. Establish the value of objective and subjective thinking in the Humanities and Sciences.

E. Improve the understanding of the role of the individual in current global and local issues.

F. Provide strategies for collaborative problem solving, recognizing that most decisions that affect government, business, and social life are made by peer groups.

Course Format

The class format will include the following components:

A. The Seminar component is intended to be a student/task oriented colloquium. The purpose is to provide a conductive atmosphere for discussion. Seminar activities will include discussion and evaluation of material presented in lectures and reading assignments, brainstorming, editing of draft papers, and collaborative problem solving.

B. The Interdisciplinary Presentation Series will offer ideas relevant to the theme of the capstone and provide models of methods of inquiry from various disciplines. Presentations will be held during Tuesday or Thursday College Activity periods. They will be videotaped for use by other BHCC interested faculty and DCE capstone instructors and for review by capstone students. A library of these tapes will be developed by the chairperson of General Education for use in the Teacher Resource Center.

Each presentation represents one of the six units dealing with the theme of conflict: Moral Dilemma, Search for Truth, Debate, Negotiations, Ideology, and Inner Conflict. These topics will be presented by guest speakers and/or BHCC faculty from related areas. Where appropriate, BHCC students may also be invited to participate in a presentation.

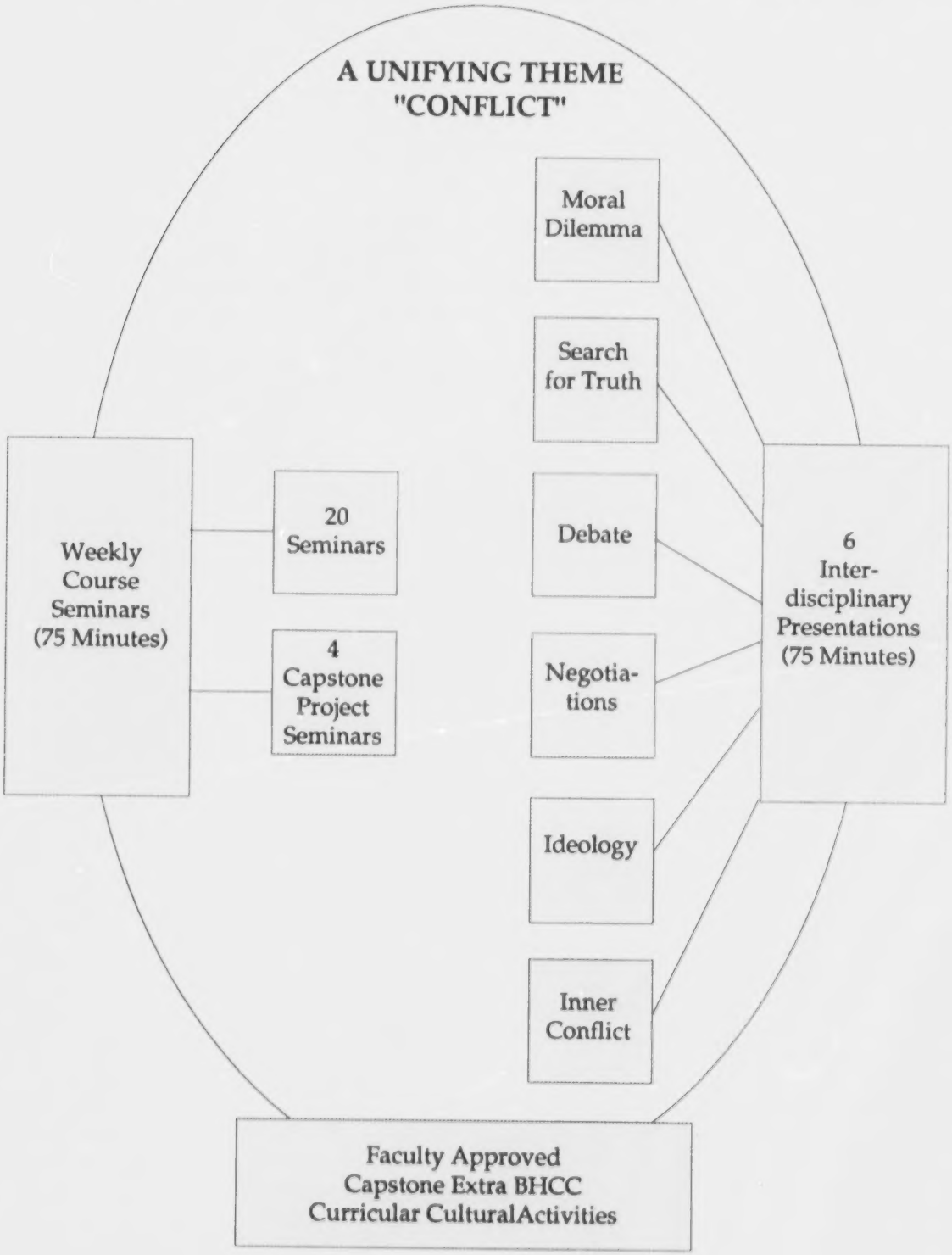
Topics will be offered in a varied format: panel discussions, dramatic readings and/or enactments, film, debate, and interviews, for example. Students will be required to attend each presentation and prepare a written observation each time which will demonstrate the student's ability to do the following:

- Identify the facts of the topic.
- Identify the conflict discussed.
  - Define the problem.
  - Point out various viewpoints.
- Analyze any alternate solutions to conflict presented.
- Learn to suspend quick judgments.
- Become fearless in asking questions and presenting personal opinions.
  - Organize one's thoughts
  - Defend one's point of view with evidence.

Workload and any reduction for BHCC faculty and professional staff will be done pursuant to provisions of the Collective Bargaining Agreement.

C. The Extra Curricular Activities component is to meet course objectives and to provide students with practical and aesthetic experience for the development of their cultural and intellectual awareness. These activities held at BHCC include Honors Seminar Sessions, gallery exhibits, concerts, plays, guest lecture series, film series, and African, Asian, Hispanic and Native American and International Women's Celebration Weeks' festivities. Capstone students will be required to attend a specific number of these activities of their choice and keep a journal of their reactions experienced; insights gained; and knowledge acquired.

CONCEPTUAL CAPSTONE MODEL CONSTRUCT



Chapter 2

COURSE LESSON PLANS

Rationale

Pursuant to the Collective Bargaining Agreement, especially Article 7, the General Education Review Steering Committee has by design not included in this report specific learning activities for each learning objective stated in each lesson plan. However, where appropriate, the Committee has included suggested activities and materials for the actual capstone faculty team's final determination.

To implement the capstone course, the Committee recommends that a capstone faculty team be established by September 1991 to finalize the curriculum of the capstone so that it may be offered as a special topics course in Spring 1992. The capstone faculty team core will work with the chairperson of the General Education review. Workload and any reduction will be done pursuant to provisions of the Collective Bargaining Agreement.

INTRODUCTION

Lesson 1

Rationale:

In this session, use of brainstorming techniques will allow students to understand perceptual differences, i.e. no two people view conflict in the same way. They will have to think through the thought process (cognition) that brought them to their own conclusions on conflict. The activity of brainstorming allows them to get to know each other as a working group (socialization), and to be effective in this method, they will need to be creative.

The learning method applied is trial and error and discrimination (the ability to discern differences in various definitions of conflict).

Learning behavior sought from students is adaptive in that the students will employ perception and communication, both incoming and outgoing, through social learning. In order to achieve group definition of conflict, students will have to adjust their thinking and cope with dissimilar ideas.

Goals:

By studying this lesson, the student will

- Formulate and express a definition of conflict.
- Begin to develop a constructive working relationship with each other.

Objectives:

When this lesson is completed, the student will be able to

- Define conflict.
- Compare definitions.
- Work toward a group definition of conflict.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection of actual capstone faculty team

UNIT 1 - MORAL DILEMMA

Lesson 2

KOHLBERG'S DILEMMA MODEL

Rationale:

In our society, every individual at some time will be placed in a situation which challenges her/his moral code. The intent of this unit is to help students discern their own moral code as they examine and discuss Lawrence Kohlberg's stages of moral development.

Goals:

By studying this lesson, the student will

- Be able to think critically about morals.
- Know that one has morals and others have morals and that people's morals may not be the same.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- morals.
- Define the term -- values.
- Compare and contrast the terms morals and values.
- Define the term -- ethics.
- Use Kohlberg's stages of moral development to discern personal stage of moral development.

Learning Activities:

Subject to formulation of actual capstone faculty team

Assessment:

Subject to formulation of actual capstone faculty team

Materials/Resources:

Subject to select of actual capstone faculty team

UNIT 1 - MORAL DILEMMA

Lesson 3

INVENTION OF GOVERNMENT

Rationale:

Societies have conflict by balancing liberty and order. Implied in the invention of government is a limitation on liberty and freedom. The problem for a just society is to find a balance between freedom and order. People have governance to have collective security.

Goals:

By studying this lesson, the student will

- Understand the trade off (give and take) between liberty and order.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- government.
- Define the term -- society.
- Define the term -- liberty.
- Define the term -- law.

Learning Activities:

Subject to formulation by actual capstone faculty team

Suggestion: Give the scenario of being on an isolated island. Have students determine the skills and knowledge they must have to survive. Then ask them to determine how they would secure their own governance.

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection of actual capstone faculty team

Suggestion: Lord of the Flies (Novel and/or Film)

Robinson Crusoe (Novel and/or Film)

UNIT 1 - MORAL DILEMMA

Lesson 4

BAD LAWS/GOOD LAWS

Rationale:

By definition, law is an attempted solution to a problem. However, laws may promote societal disruption, affecting the balance between order and freedom.

Goals:

By studying this lesson, the student will

- Know relative nature of term-bad--used in the phrase "bad laws".
- Know relative nature of term--good--used in the phrase "good laws".
- Examine the disruption of society by bad laws.

Objectives:

When this lesson is completed, the student will be able to

- Define the phrase "bad law".
- Define the phrase "good law".
- Provide examples of bad laws.
- Compare and contrast bad laws to good laws.

Learning Activities:

Subject to formulation by actual capstone faculty team

Suggestion: Examination of Supreme Court Decisions such as Plessey versus Ferguson (1896) and Brown versus Board of Education (1954/1955)

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection of actual capstone faculty team

UNIT 1 - MORAL DILEMMA

Lesson 5

AUTHORITY

Rationale:

People make the rules which govern them. Everyday they must choose how these rules will govern their behavior even if it is their decision not to decide. There are times when following rules comes into conflict with an individual's moral code regardless of his/her culture.

Goals:

By studying this lesson, the student will

- Gain an understanding of how attitudes toward authority differ between cultures (as represented in the class, for example).
- Understand the nature of civil disobedience and resistance to authority.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- authority.
- Define the term -- culture.
- Describe the impact of culture on governance.
- Depict an instance in which he/she faced a conflict with authority.

Learning Abilities:

Subject to formulation by actual capstone faculty team

Suggestion: Have student work in teams to devise a governance process for the class.

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestions:

- The Graduate (film)
- Do the Right Thing (film)
- Stanley Elkin's book -- On Slavery
- Experiment and Experimenter (film)

UNIT 1 - MORAL DILEMMA

Lesson 6

PRESENTATION #1

A PANEL DISCUSSION WILL ILLUSTRATE THE DIMENSIONS OF A MORAL DILEMMA(S). PARTICIPANTS OF THE PANEL WILL HAVE DIVERGENT POINTS OF VIEW -- ENVIRONMENTALISTS VERSUS NUCLEAR ENERGY ADVOCATES, FOR EXAMPLE, CIVIL DISOBEDIENCE ACTIVISTS.

Goals:

By attending Presentation #1, students will

- Understand the questioning of authority.
- Understand the consequences of questioning or obeying authority.

Objectives:

After attending this presentation, the student will be able to

- List issues presented by each panel participant.
- Compare and contrast viewpoints of panel members.
- Formulate a personal opinion of issues.
- Prepare in writing an argument to convince others of the rightness of his/her opinion.

UNIT 2 - SEARCH FOR TRUTH

Prologue:

People have attempted to know themselves and their universe since the beginning of human consciousness. Part of their understanding has lead to the codification of ethical systems. However, the pursuit sometimes requires people to confront the painful choices they must make when new learning comes into conflict with established truths.

Lesson 7

PRE-SCIENTIFIC THINKING

Rationale:

Knowledge is derived either from intuition (pre-scientific thinking) or from observation and measurement (scientific thinking). Students need to know the conflict between the ways of knowing.

Goals:

By studying this lesson, the student will

- Understand the precursors to scientific knowledge.
- Know that there are a variety of ways to explain how the universe works.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- mythology.
- Define the term -- paradigm.

- Define the terms -- subjective and objective and know how these definitions apply to obersvations.
- Describe a mythological paradigm.

Learning Activities:

Subject to formulating by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection of actual capstone faculty team

Suggestions: Gods must be Crazy (Film)
Galileo (A Play)
Islamic World Achievements

UNIT 2 - SEARCH FOR TRUTH

Lesson 8

ORIGIN OF SCIENCE

Rationale:

Science is an ongoing systematic search for truth which came to center on the realization of universal physical laws.

Goals:

By studying this lesson, the student will

- Learn how observations lead to generalization in science.
- Understand the role of experimentation in science.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- science.
- Define the term -- experimentation.
- Examine different kinds of experimentation.
- Outline the scientific method.
- Contrast two different kinds of experiments.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 2 - SEARCH FOR TRUTH

Lesson 9

LIMITS OF SCIENTIFIC APPROACH

Rationale:

Knowledge gained through science can come into conflict with other cultural traditions.

Goals:

By studying this lesson, the student will

- Become aware of the limits of scientific thinking.
- Come to understand how science is an agent for change.

Objectives:

When this lesson is completed, the student will be able to

- Define the terms -- culture and tradition and discuss how they converge.
- List five cultural traditions.
- Illustrate possible conflict between scientific thinking and these 5 cultural traditions.
- Define the term -- change and give one example of a change in society brought about by science.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 2 - SEARCH FOR TRUTH

Lesson 2

PRESENTATION #2

THE PRESENTATION, A DOCUMENTATION FILM OR PANEL OF HOLISTIC HEALTH ADVOCATES (CULTURALLY DIVERSE), WILL PROVIDE A CURRENT EXAMPLE OF THE PURSUIT OF SCIENTIFIC KNOWLEDGE AS DICTATED BY CURRENT SOCIETAL NEEDS, E.G. AIDS.

Goals:

By attending Presentation #2, students will

- Understand the complexities of the issues facing science.
- Understand how cultural characteristics of communities in a society impact scientific knowledge.

Objectives:

After attending this presentation, the student will be able to

- List issues presented by the session.
- Identify conflicts that emerge from these issues.
- Describe in writing conflicts between technological development and its applications.

UNIT 3 - DEBATE

Prologue:

An exchange of ideas can be confrontational and/or constructive. Debate is one method of sharing opposing views. Debating may be an informal discussion or a formal contest of skill in a reasoned argument.

Lesson 11

RUDIMENTS OF DEBATE

Rationale:

A formal debate needs a structure in which the participants abide by certain defined conventions (Laws).

Goals:

By studying this lesson, the student will

- Learn the elements of debate.
- Learn how to construct a debate.

Objectives:

When the lesson is completed, the student will be able to

- Define the terms -- proposition, rebuttal, and closing argument.
- State a proposition.
- Give reasons for point of view (evidence).
- Construct and/or anticipate an opposing proposition.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestion:
- Webster's Second Reply to Haynes (1830's)
- Nixon and Kennedy Debates

UNIT 3 - DEBATE

Lesson 12

HOW TO WIN ARGUMENTS

Rationale:

Winning debates requires clarity of thought and correct use of language as well as mental agility and anticipation.

Goals:

By studying this lesson, the student will

- Develop a way of assessing points of view.
- Understand techniques for winning arguments.

Objectives:

When this lesson is complete, the student will be able to

- Distinguish argument from debate.
- Describe the methodology of arguments.
  - Determine the subject.
  - Determine each point of view.
- State the desired outcomes.
- State the elements of winning.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection of actual capstone faculty team

UNIT 3 - DEBATE

Lesson 13

CLASSROOM DEBATE

Rationale:

Resolving conflict by debate is one socially accepted method.

Goals:

By studying this lesson, the student will

- Implement the rules of debate.
- Develop skills and knowledge of debating techniques.

Objectives:

When this lesson is completed, the student will be able to

- Define principal vocabulary of debate.
- Learn principal rules of debating.
- Plan a debate by working with classmates.
- Stage a debate.
- Judge a debate.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 3 - DEBATE

Lesson 14

PRESENTATION #3

THE PRESENTATION WILL DEMONSTRATE THE DYNAMICS OF A DEBATE OF GUEST SPEAKERS E.G. HARVARD DEBATING CLUB.

Goals:

By attending Presentation #3, students will

- Witness a debate by practical debaters.
- Understand the dynamics of an actual debate.

Objectives:

After attending this presentation, the student will be able to

- State the proposition in writing.
- State the affirmative proposition in writing.
- State the opposing position in writing.
- Explain the judges' decisions in writing.

UNIT 4 - NEGOTIATIONS

Prologue:

Conflict is often resolved through problem solving techniques involving negotiations. Whereas formal debate is designed for win/lose outcome(s), negotiation attempts to meet as many needs for both parties (win/win).

Lesson 15

CASE STUDY

Rationale:

Studying techniques of negotiation gives the student a greater repertoire of conflict resolving skills.

Goals:

By studying this lesson, the student will

- Understand the process of negotiation.
- Demonstrate method(s) of negotiation.

Objectives:

When the lesson is completed, the student will be able to

- Define the term -- negotiation.
- Identify various methods of negotiation.
- List issues which may effect process of negotiation.
- Determine subject for one's field research and information to be sought.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 4 - NEGOTIATIONS

Lesson 16

FIELD RESEARCH

Rationale:

Experiencing first hand the techniques used in the respective case study areas will enable the student to gain insights into the challenges of negotiating a settlement e.g. house, car, appliance, grade, loan, or insurance.

Goals:

By studying this lesson, the student will

- Learn how to negotiate.
- Apply the techniques of negotiation.
- Understand the importance of contracts.

Objectives:

When this lesson is completed, the student will be able to

- Identify institutions and/or professionals who will be negotiation agents.
- Know basic strategies these institutions and/or professionals will employ when they negotiate with the public.
- Apply strategies to counteract or to respond to "sales pitch" of these institutions and/or professionals.
- Shop for comparison prices.
- Close the deal to buyer's advantage.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 4 - NEGOTIATIONS

Lesson 17

CLASSROOM ROLE PLAYING

Rationale:

Applying techniques to a simulated bargaining session (car, apartment rental, appliance, etc.) will enable the student to implement skills gathered from field research and develop and implement conflict-resolution strategies.

Goals:

By studying this lesson, the student will

- Understand the complexities of bargaining.
- Understand how to apply conflict-resolution strategies in the bargaining process.

Objectives:

When this lesson is completed, the student will be able to

- Define the terms -- bargaining and conflict-resolution.
- Identifying the principal stages of bargaining and conflict resolution.
- Develop criteria to assess the simulated bargaining process.
- Execute a simulated bargaining process in class by means of role playing.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 4 - NEGOTIATIONS

Lesson 18

PRESENTATION #4

A DRAMATIC READING OR THEATRICAL PERFORMANCE OF PARTIES OF UNEQUAL POWER TRYING TO BARGAIN ON A LEVEL PLAYING FIELD.

Rationale:

There is a lot of ambiguity in conflict. Sometimes conflict cannot be completely resolved to everyone's satisfaction.

Goals:

By attending Presentation #4, students will

- Understand parties of unequal power do not always bargain on a level playing field.
- Understand that all parties in a bargaining process may not have equal power.

Objectives:

After attending this presentation, the student will be able to

- Identify issues presented by each party.
- Compare and contrast viewpoints of each party.
- Write personal opinion derived from bargaining process.
- Prepare in writing a suggested conflict-resolution strategy for the dilemma presented.

UNIT 5 - IDEOLOGY

Prologue:

There are intellectual constructs that explain how the world works. These are known as ideologies; they are systematic ways of thinking about how to organize societies. Much of the 20th Century can be explained by understanding the collision of such doctrines.

Lesson 19

FOUNDATIONS OF IDEOLOGY

Rationale:

There are a variety of ideologies in the world today. These ideologies affect societies and individuals in varying ways: making a living; having personal choice; searching for truth; experiencing freedom; etc.

Goals:

By studying this lesson, the student will

- Understand how ideology impacts human behavior.
- Understand how ideology systematically organizes society -- socially, economically, politically, ethically, educationally, and religiously.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- ideology.
- Examine the varieties of ideologies, e.g. socialism, capitalism, communism, anarchism, fascism, and totalitarianism.

- Define the terms -- right wing (Conservatism) and left wing (liberalism).
- Compare and contrast characteristics of conservatism and liberalism.
- Examine various ideologies' perception for promotion of order, e.g. economic growth.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

UNIT 5 - IDEOLOGY

Lesson 20

WARS

Rationale:

War is a graphic demonstration of conflict. Some philosophers and politicians believe that war is an appropriate and necessary instrument of foreign policy and that it can be conducted in a just manner. Others disagree, believing all war to be evil.

Goals:

By studying this lesson, the student will

- Understand that the ends may or may not justify the means.
- Understand the nature of pacifism.
- Understand the relationship of pacifism to War -- just or not just.

Objectives:

When this lesson is completed, the student will be able to

- Define the terms -- war,just war, pacifism, ends, means, and evil.
- Examine the characteristics of pacifism and war.
- Identify the terms -- objectivity and subjectivity.
- Analyze how members of these societies react to an evil war, a just war, and/or war.

Learning activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestion: The Prince by Niccolo Machiavelli

UNIT 5 - IDEOLOGY

Lesson 21

ECOLOGY

Rationale:

Economic growth carries with it certain trade offs. This can be most clearly seen in the problem of prosperity versus environmental damage. What is a just mix? How much pollution should the global community tolerate to achieve modernization?

Goals:

By studying this lesson, the student will

- Understand the dynamics of prosperity.
- Understand the trade-offs endemic in preserving the environment and providing a high standard of living.

Objectives:

When this lesson is completed, the student will be able to

- Define the terms -- growth, ecology, trade-off, ecosystem, modernization, and pollution.
- Identify the demands of modernization on a society.
- Analyze the impact of these demands on society.
- Measure effects of economic growth in two particular ecosystems.
- Assess human and environmental costs and benefits of economic growth and modernization.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestion: The World We Have Lost by Peter Laslett

UNIT 5 - IDEOLOGY

Lesson 22

PRESENTATION #5

A FILM WILL BE SHOWN THAT DEMONSTRATES HOW IDEOLOGY CAN FOSTER EXTREMES IN PEOPLE'S BEHAVIOR. IF A FILM CANNOT BE ACQUIRED, PANELISTS FROM ORGANIZATIONS SUCH AS GREEN PEACE, AMNESTY INTERNATIONAL, AMERICAN FRIENDS SERVICE, AND FAMILIES FOR AMERICAN MIA'S/POW'S WILL BE INVITED TO EXAMINE THEIR BELIEF SYSTEMS.

Rationale:

Ideologies are paradigms, namely systematic ways to explain how societies function. They are also prescriptive, that is, they explain what to do to make societies work better. By definition, ideologies are inflexible. This rigidity can foster extremes in behavior. Witness the Holocaust; the killing fields of Cambodia, detention of Japanese Americans, South African Apartheid, the fiction of George Orwell, the genocide of Native Americans.

Goals:

By attending Presentation #5, students will

- Explore the characteristics of an ideology.
- Understand the effects of an ideology on human behavior.

Objectives:

After having attended this presentation, the student will be able to

- Identify the ideology portrayed in film or discussed by panelists.
- Discern the varieties of human response to an ideology.

- Determine the extent in which the film director speaks through film actors.
- Compare and/or contrast in writing the ideology of film and/or panelists to that which he/she experiences him/herself today.

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestion: 1984 (Film) All Quiet on Western Front (Film)
Fahrenheit 451 (Film)
The Killing Fields

UNIT 6 - INNER CONFLICT

Prologue:

Conflict can also impact individual members of a society in terms of themselves, their families, and their community. Attempts to manage the conflict may result in opportunities. However, not attempting to resolve a conflict can result in a loss of some form.

Lesson 23

THE INDIVIDUAL

Rationale:

Personal conflict is the collision between individual needs and desires and individual responsibilities.

Goals:

By studying this lesson, the student will

- Understand the dimensions of personal conflict.
- Understand the nature of responsibility.
- Understand how to resolve personal conflict.
- Understand the degree to which personal responsibility contributes to the process of conflict resolution.

Objectives:

When this lesson is completed, the student will be able to

- Define the terms -- individual needs and desires, the individual, individual responsibility, personal conflict, and conflict resolution.
- Define the method(s) of conflict resolution.
- Examine a personal conflict in his/her life or in others' lives.

- Apply techniques of conflict resolution to his/her personal conflict.

Learning Activities:

Subject to formulation of actual capstone faculty team

Assesment:

Subject to formulation of actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestion: To Kill a Mockingbird (Film/Book) Torch Song Trilogy (Film)
Soldier Blue Dances with Wolves (Film)

UNIT 6 - INNER CONFLICT

Lesson 24

THE FAMILY

Rationale:

Within societies, people come together for reasons of protection, acceptance, companionship, affection, relationships, nurture, security, and support. This coming together may be defined as a "family". Family conflict is a collision between the will of the group (nuclear and/or extended) and the individual.

Goals:

By studying this lesson, the student will

- Understand the nature of conflict within the family.
- Understand the application of techniques suitable to overcoming unresolved disagreements among family members resulting in loss of affection.

Objectives:

When this lesson is completed, the student will be able to

- Define the term -- family, constructive criticism, stubbornness.
- Define the term -- conflict -- as it applies to family situations.
- Identify situations where change of attitude is necessary to avoid conflict.
- Differentiate between constructive criticism and stubbornness.

- Recognize possible gains which result from a cohesive family unit.
- Describe and analyze possible psychological, emotional, and physical consequences that result from loss of family support.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team.

Suggestion: Jungle Fever (Film) Boys z' Hood (Film)
The Warriors (Film) Rebel Without a Cause (Film)

UNIT 6 - INNER CONFLICT

Lesson 25

THE COMMUNITY

Rationale:

A community is groups of people having shared interests and needs such as protection and support. Community conflict is the collision of the value structures (belief systems) of one community versus another.

Goals:

By studying this lesson, the student will

- Understand how belief systems of community affect society as a whole and other communities.
- Understand the pathology of these belief systems.

Objectives:

When this lesson is completed, the student will be able to

- Define the terms -- belief systems e.g. racism, anti-unionism, sexism, ageism, handicapism, homophobia, antisemitism, political correctness, elitism; etc.
- Examine the causes and sources of these belief systems.
- Analyze the effects of these belief systems on the individual, society, and other communities.
- Develop methods to respond to these consequences of these belief systems.

Learning Activities:

Subject to formulation by actual capstone faculty team

Assessment:

Subject to formulation by actual capstone faculty team

Materials/Resources:

Subject to selection by actual capstone faculty team

Suggestion: Solomon, Julie. "Taking A Stand." The Boston Sunday Globe. 21 July 1991: pp. 45,49.

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Geoghegan, Thomas. Which Side Are You On? 1991.

UNIT 6 - INNER CONFLICT

Lesson 26

PRESENTATION #6

A STRESS MANAGEMENT SEMINAR WILL BE OFFERED TO THE STUDENTS BY A TRAINED GROUP FACILITATOR.

Rationale:

People cannot change the fact that "stressors" will always be present in the world. They do, however, have control over their reactions to them.

Goals:

By attending Presentation #6, students will

- Understand that personal stress is not inevitable.
- Experience techniques for the relief of stress.

Objectives:

After having attended this presentation, the student will be able to

- Define the term -- stressor.
- Describe the body's stress response.
- Practice cognitive techniques for controlling the stress response.
- Practice techniques ameliorating physical stress.

UNIT 7: CAPSTONE PROJECT PRESENTATIONS

Lessons 27-30

Rationale:

A capstone project will demonstrate a synthesis of skills and knowledge acquired by the student throughout his/her entire General Education experience. This project, a practical experience, is a means by which students can communicate to their peers and instructors their mastery of the General Education goals.

Goals:

By developing a capstone project, the student will

- Understand the role of collaborative problem solving.
- Understand the importance of interpersonal skills in collaborative problem solving.
- Understand the need for supplying and evaluating evidence to support his/her project proposal.
- Understand the concept of determining and meeting project deadlines.
- Understand the components of a persuasive argument.
- Understanding the role of a personal responsibility to his/her capstone project team and its tasks.

Objectives:

After having completed the capstone project, each team of students will have organized a project proposal consisting of three components -- research, materials, and presentation -- which demonstrate their ability to

Research:

- Form a capstone project team and assign appropriate responsibilities among each other.
- Select a proposal focus.
- Narrow the focus to a specific topic/theme.
- Identify types of information needed.
- Collect data.
- Analyze data.
- Evaluate data.
- Organize data.
- Select a mode of delivery to classmates appropriate to scope of project.
- Reach a conclusion.
- Write a proposal describing the entire capstone project collaboratively with team members.

Materials:

- Select appropriate audio-visual aides to accompany capstone project presentation -- oral version.
- Synchronize the audio-visual aides with oral presentation.
- Justify the specific choices of the audio-visual aides chosen in the written proposal.

Presentation:

- Determine the project responsibilities of each capstone team member.
- Determine the length of the presentation.

- Gain the attention of the audience.
- Communicate intent of project clearly and succinctly to audience.
- Discuss major components of project's proposal.
- Bring to closure the topic of project in a timely manner.

In turn, after having observed the presentation, the student audience will demonstrate its ability to

- Determine the criteria for assessing each project.
- Identify strengths and weaknesses of each project.
- Rank the projects according to class approved criteria.
- Defend the assessment using concrete data -- objectivism.

Chapter 3

STUDENT PERFORMANCE REQUIREMENTS

Attendance Policy:

Students are strongly encouraged to attend class sessions. Past experiences have demonstrated that in consistent class attendance of students has contributed to their inability to successfully complete their course assignments.

Attendance will be taken for each class session. Attendance is incorporated into the final course grade average. It is 10% of the total grade.

Students are expected to notify the Office of Student Affairs should they plan to be absent from class for an extended period of time.

Students who miss class and presentation sessions are responsible to get notes from their classmates or from the instructor during her/his assigned office hours. They are also responsible for all homework and in class exercises given during their absences.

Class Participation:

Students will be graded in accordance to their degree of preparation for each class session and presentation event. If a student fails to bring the appropriate text book or readings to class as indicated on the course syllabus and/or by the instructor and if the student is not prepared to participate in the class discussion because his/her does not have the appropriate textbook or readings, the student will be graded.

Participation is 15% of total grade.

Grading System:

A student's grade is determined by the successful completion of all course work on or before the last day of class. The course final grade is determined in the following manner:

- ATTENDANCE 10%
- CLASS PARTICIPATION 15%
- HOMEWORK 40%
  - Essays (30%)
  - Journal (10%)
- CAPSTONE PROJECT 35%
  - Research (20%)
  - Materials (5%)
  - Presentation (10%).

The instructor will consider giving a grade of IP only to those students who submit a note from their physicians who explain why the students have been absent from class for an extended period of time, namely one week or more.

Homework Specifications:

Students are to type, write, or print all seminar essays, cultural activities, journal entries, and capstone project proposal on 8 1/2 x 11 "standard theme paper with one inch margins. They are to use one side of the paper only. If students type their assignments, they are to double space each line. If students write or print their assignments, they are to skip every other line.

When grading all written work, the instructor will consider the content and the mechanics in determining the final grade of each assignment.

All assignments must be legible, neat, and clean to be accepted by the instructor. Assignments submitted on torn or frayed edge paper will not be accepted. Assignments done by word processors or computers must be printed letter perfect. Students are encouraged to write using ballpoint pens and not pencils or magic markers.

Students, who submit assignments without having their names written on their homework papers and/or submit papers without correctly labeling their work in terms of lesson number, unit presentation title, and journal entry, will receive a grade of F for that assignment. Students who do not follow directions and submit an assignment which is not appropriate to the instructor's directions will receive s grade of F for such work. The only assignments a student may resubmit for credit are those assignments designated by the instructor to be revised. Students need to submit their original unacceptable work with their revisions in order to receive credit. Students have one week from designated seminar, cultural activity, and/or unit presentation to make up work. If students do not make up assignments on or before last day of classes, their assignments will be graded as F.

The journal is a series of essays required by the instructor which are synopses of each cultural activity attended by the students.

In each essay, the student will discuss the relationship of a cultural activity's theme (s) to his/her life and/or community. Also, the student will share his/her personal opinion of the activity. Lastly, the student will discuss how the activity has enhanced him/herself and/or his/her community.

The Capstone Project Proposal will state the intent of the student team. The report will indicate if the team is studying a question, proposing a position, describing an experiment, discussing a methodology, etc. The report will include a description of the sources to be used and an explanation of the methods to be used to gather the information. The student team will also indicate in this proposal how each team member will share project responsibilities:

- ALL TEAM MEMBERS - RESEARCH AND DRAFT OF PROPOSAL
- ONE TEAM MEMBER (Editor) - COPY EDITOR, TYPIST, DEADLINE SETTER
- ONE TEAM MEMBER (Resource Coordinator) - AUDIO-VISUAL AIDES COORDINATOR
- ONE TEAM MEMBER (Speaker) - PRESENTER TO CLASS OF PROJECT FINDINGS

If the team has four members, then the fourth member may share the responsibilities per agreement of the team. The team will elect a team facilitator who will be responsible for the organization and implementation of project.

The proposal must be submitted during the sixth week of classes and receive the approval of the instructor.

The proposal should include a statement of the number of minutes the presentation will require.

The capstone project report will be submitted to the instructor on the day the team presents its project to the class. The report will include the following:

- An examination of the team's proposition
- An analysis of information gathered, and
- A discussion of a conclusion reached by team.

The goal of the capstone project is to have student teams present written, oral, and visual comments that represent an argument for their project's topic.

Seminar essays are 30% of final grade; journal entries are 10%; and capstone project is 35%. Within the capstone project itself, research (proposed and final report) is 20%; materials are 5%, and oral presentation is 10%

Textbooks/Readings/Films:

Students will receive a list of all books, readings, and films from the instructor at the start of the course. Students should have all materials by the dates designated by the instructor. Not having the necessary required materials will result in the student receiving a lower grade for class participation.

Chapter 4

REFERENCES

Reading List

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In addition, the Steering Committee has provided a bibliography to assist the college community in becoming familiar with curriculum development and General Education.

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